

Tickhill Estfeld Primary School: Reading Skills Progression Map – Word Reading

	Phonics and Decoding	Common Exception Words	Fluency
			Pausing Phrasing Stress Intonation Rate Ingegration
Reception	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Continues a rhyming string. Hears and says the initial sounds in words. Segments and blends the sounds in simple words and knows which letter represents <i>some</i> of them. Links sounds to letters, naming and sounding the letters of the alphabet. Uses phonic knowledge to decode regular words and reads them aloud accurately.</p>	<p>Reads some common irregular words.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at and handles books independently, holding book the correct way up and turning pages. Ascribes meanings to marks that they see in different places. Begins to break the flow of speech into words. Begins to read words and simple sentences. Reads and understands simple sentences.</p>
Year 1	<p>Applies phonic knowledge and skills to accurately decode words. Blends sounds in unfamiliar words using the GPCs that they have been taught. Responds speedily, giving the correct sounds to graphemes for all 40+ phonemes. Reads words containing taught GPCs. Reads words containing -s, es, ing, ed and est endings. Reads words with contractions eg I'm, I'll and we'll.</p>	<p>Reads Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Accurately reads texts that are consistent with their developing phonic knowledge and that do not require them to use other strategies to workout words. Rereads texts to develop fluency.</p>
Year 2	<p>Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Reads accurately by blending the sounds and words that contains the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately reads most words of two or more syllables. Reads most words containing common suffixes -ed -ing -ly -ful -ment -er -est -ness -less</p>	<p>Reads Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Reads aloud books (closely matched to their improving phonics knowledge), Sounds out unfamiliar words accurately, automatically and without undue hesitation. Rereads books to build up fluency and confidence in word reading. Reads words accurately and fluently without over sounding and blending e.g. at over 90 words per minute in age-appropriate texts.</p>
Year 3	<p>Uses their phonic knowledge to decode quickly and accurately (may need support with longer unknown words). When reading aloud applies a growing knowledge of root words and prefixes, including in- im- il- ir- dis- mis- un- re- sub-inter-super- anti and auto- Applies growing knowledge of root words and suffixes, including - ation -ly -ous -ture -sure -sion -tion -ssion and -cian Checks unfamiliar words in a dictionary</p>	<p>Begins to read Y3/4 common exception words.</p>	<p>Word reading now focuses on developing vocabulary. The teaching of word reading and fluency will still be needed by some pupils, but the teaching of comprehension skills will now take precedence.</p>
Year 4	<p>Reads most words fluently and attempts to decode any unfamiliar words with increasing speed and skill. Applies their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently. Checks unfamiliar words with a dictionary.</p>	<p>Reads all Y3/4 common exception words.</p>	
Year 5	<p>Reads most words fluently and attempts to decode any unfamiliar words with increasing speed /skill, recognising their meaning through contextual cues. When reading aloud applies their growing knowledge of root words, prefixes and suffixes, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly.* Use a dictionary to clarify meanings where necessary.</p>	<p>Reads most Y5/Y6 common exception words. Discusses the unusual correspondences between spelling and sounds and where these occur in a word.</p>	
Year 6	<p>Reads fluently with full knowledge of all Y5/6 exception words, root words, prefixes and suffixes. Decodes unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues or using a dictionary for clarification</p>		

Refer to the Six Dimensions Fluency Rubric to support assessment.

Teaching fluency:

1. From the beginning, give pupils the opportunity to re-read sentences and encourage them to make it 'sound like talking'.
2. Frequently model fluent reading, demonstrating (and sometimes explicitly pointing out) how accurate reading can be done at a reasonable rate and with good phrasing, intonation, and expression.
3. Use 'choral reading' - the teacher and students read aloud together, following the teacher's pace-so students get the benefit of a model while they practice reading aloud. The teacher can stop at any time to ask questions, comment on the text, discuss vocabulary, or remind the class that she expects everyone to be reading. If choral reading is used with a whole class, it is possible that some children may have difficulty keeping up with even a moderate pace. However, they can follow along, participating when they can, and still hear the text being read accurately and with good pacing and phrasing. All pupils-regardless of age or ability level-should be encouraged to use a finger to follow along in the text as they read.
4. Cloze reading is similar to choral reading, except that the teacher does most of the oral reading while the pupils read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word, not a simple sight word, and the students' job is to read it aloud as a class. Cloze reading allows teachers to cover text and keep pupils engaged while avoiding the pitfalls of 'round robin' reading round the class. As with choral reading, it is likely that the lowest performing readers will be unable to keep up or to correctly read every omitted word, but they will not be singled out-and will be provided with examples of skillful reading.
5. Echo reading means the pupils listen first to the teacher read a phrase or sentence and then 'echo' her. This is particularly useful for taking the pressure off word decoding to concentrate on what skilled reading should sound like.
6. Another method for improving fluency is reading to a partner. This can work well with a pairing of a younger and older pupil, where one acts as a mentor and role model. Two pupils of similar ability can read together, taking it in turns and supporting each other.